

Trinity University Digital Commons @ Trinity

Understanding by Design: Complete Collection

Understanding by Design

8-2011

COMIDA- Let's Eat!

Jonelle Bailey

Trinity University, Jonelle.Bailey@trinity.edu

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings



Part of the [Education Commons](#)

Repository Citation

Bailey, Jonelle, "COMIDA- Let's Eat!" (2011). *Understanding by Design: Complete Collection*. 168.
http://digitalcommons.trinity.edu/educ_understandings/168

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): Jonelle.Bailey@trinity.edu. For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: COMIDA- Let's Eat!

Grade Level: 9-12

Subject/Topic Area(s): Spanish I

Designed By: Jonelle Bailey

Time Frame: 3 weeks

School District: Fort Bend ISD

School: George Bush High School

School Address and Phone: 6707 FM 1464 Richmond, TX 77469/ (281) 634-6060

Brief Summary of Unit (Including curricular context and unit goals):

The curricular context of this unit focuses on food including cultural and personal preferences, opinions, and traditions as well as conversations in various food settings that address diverse scenarios. As stated in the Understandings of this Unit, students are able to synthesize and apply an in-depth understanding of the influence of culture, economy and social status on culinary conversation, meal times, and food choices to demonstrate comprehensive knowledge of the integral role that food plays in various aspects of life such as cultural events, traditions, daily life, and celebrations with family and friends.

COMIDA- Let's Eat!

UbD Template 2.0

Stage 1 – Desired Results		
Established Goals TEKS: 114.22.C.01-05 (see attached for expanded goals)	Transfer	
	<i>Students will independently use their learning to create a restaurant conversation skit including various cultural food menu choices and prices with various scenarios of the setting and waiter service considered.</i>	
	Meaning	
	Understandings <ul style="list-style-type: none"> Students will understand that cultural, economic and social status influence culinary conversation, meal times, and food choices. Food plays an integral role in various aspects of life such as cultural events, traditions, daily life, and celebrations with family and friends. 	Essential Questions <ul style="list-style-type: none"> How does culture and socioeconomic status influence food choices and eating habits? What are some similarities and differences in food choices and eating habits in the United States and Spanish-speaking countries?
	Acquisition	
	Knowledge <i>Students will know</i> <ul style="list-style-type: none"> Expressions, vocabulary and grammar to order in a restaurant. How to share preferences and opinions of different foods and meal times in Spanish. In all cultures, food is a very important part of celebrations and daily family life. There are many differences in different countries as to which meal is the largest meal of the day, at what time people eat, what they eat for each meal, and how food is viewed as to the role it plays in daily life and celebrations. 	Skills <i>Students will be able to</i> <ul style="list-style-type: none"> Identify meals described by reading or listening Describe food choices as healthy eating or unhealthy eating. Talk about their food and drink likes and dislikes, including basic and cultural foods from Spanish-Speaking countries and other countries that are familiar to them. Discuss different meals they eat using taste, color, and cost. Apply use of verbs and adjectives to describe and talk about different food and meal times (ex. Gustar, encantar, tener expressions, etc.) as well as inviting someone or accepting to eat out. Synthesize content knowledge to communicate with waiter their food order including various scenarios for the conversation by asking for menu, suggestions, bill, and a missing silverware or item.
Stage 2 – Evidence		
CODE	Evaluativ	

(M or T)	e Criteria (for rubric)	
T		<p>Performance Task(s); Task 1 (menu) and Task 2 (conversation)</p> <p><i>Students will demonstrate meaning-making and transfer by creating a comic book of your restaurant conversation skit including menu and prices at your favorite restaurant, record an actual conversation with a waiter at a restaurant of your choice in Spanish.</i></p> <p style="text-align: center;">Spanish 1 Chapter 3 Performance Assessment Tasks</p> <p style="text-align: center;">TASK 1A (Tiered- Less Adv.) or 1B (Tiered- More Adv.) [Restaurant Menu]</p> <p style="text-align: center;">& Task 2 [Restaurant Conversation Skit]</p> <p style="text-align: center;">Task 1</p> <p style="text-align: center;">* El Menú de mi Restaurante *</p> <p>Students, you will be given the materials necessary to design and plan various foods and beverages that you would like to place on a menu for breakfast, lunch, and dinner. Your menu may be based on a Spanish-speaking country of your choice or its culture or based on your likes and the likes of your prospective customers or guests. Be sure to include appropriate illustrations and food choices. This menu is an opportunity for you to share with your classmates your marketing and Spanish-speaking skills.</p> <p>You will demonstrate your ability to apply the food vocabulary from pages 144 and 168 of Chapter 3 with adjectives and cost to describe your food using appropriate grammar and illustrations. This project will be graded using the rubric below (detailed) and at the end of this handout which will be placed on the back of your Menú (shortened version of rubric on page 2) . The rubric below shares information that must creatively be included in your project to receive the maximum points for this major grade.</p> <p>*Task 1A (Tiered with examples provided in layout and completed in groups)</p> <p>Please include (at least three illustrations per page):</p> <ol style="list-style-type: none"> 1) Materials- Paper to create a scrapbook or other choice of creative format. Ex. 2 sheets of paper hole-punched with yarn to hold pages together. 2) Cover Page- Name of your restaurant, a colorful illustration, and your name as the owner (ex. Dueña: Srta. Bailey). 3) Page 1 of El Menú- Breakfast (El Desayuno) with 3 meals (ex. pan tostado y huevos con jamón), 2 drinks (ex. jugo de naranja), and 1 dessert (ex. plátano).

	<div>4) Page 2 of El Menú- Lunch (El Almuerzo) with 3 meals (ex. pizza), 2 drinks (ex. un refresco), and 1 dessert (ex. una manzana).</div> <div>5) Page 3 of El Menú- Dinner (La Cena) with 3 meals (ex. arroz con pollo), 2 drinks (ex. café), and 1 dessert (ex. pastel).</div> <div>6) Staple the rubric for El Menú to the back of the project with your full name written in designated space.</div> <div>*Task 1B (Tiered with same information but more student choice to use more advanced grammar, vocabulary, and content creativity. Also done independently)</div> <div>Please include (at least three illustrations per page):</div> <div>1) Materials- Paper to create a scrapbook or other choice of creative format.</div> <div>2) Cover Page- Information about yourself and restaurant (name, illustrations, slogan, and logo).</div> <div>3) Page 1-3 of El Menú- Food choices for each mealtime reflexive of culture including a minimum of 3 meals, desserts, and drinks.</div> <div>Staple the rubric for El Menú to the back of the project with your full name written in designated space.</div>																								
	<table><tr><th>RUBRIC</th><th>1: little or no evidence of effort and achievement</th><th>2: limited evidence of effort and achievement</th><th>3: clear evidence of effort and achievement</th></tr><tr><td>Evidence of Planning/ Follow Directions [20%]</td><td>No written draft of menu provided</td><td>Draft was written but not corrected.</td><td>Draft has been corrected.</td></tr><tr><td>Project Content [30%]</td><td>Correct vocabulary and grammar is not present.</td><td>Some vocabulary and grammar are incorrect.</td><td>Correct vocabulary and grammar is used.</td></tr><tr><td>Originality/ Appearance [10%]</td><td>No creativity or uniqueness in project.</td><td>Some creativity and unique choices included.</td><td>Student shows originality and uniqueness in project.</td></tr><tr><td>Pronunciation [20%]</td><td>Vowel and syllable sounds are <u>not</u> clear and correct.</td><td>Some vowel and syllable sounds are clear and correct.</td><td>All sounds are clear and correct.</td></tr><tr><td>Your presentation [20%]</td><td>Presentation did not include any or most of the design and description</td><td>Presentation included some of the design and description requirements.</td><td>Presentation completed the design and description requirements.</td></tr></table>	RUBRIC	1: little or no evidence of effort and achievement	2: limited evidence of effort and achievement	3: clear evidence of effort and achievement	Evidence of Planning/ Follow Directions [20%]	No written draft of menu provided	Draft was written but not corrected.	Draft has been corrected.	Project Content [30%]	Correct vocabulary and grammar is not present.	Some vocabulary and grammar are incorrect.	Correct vocabulary and grammar is used.	Originality/ Appearance [10%]	No creativity or uniqueness in project.	Some creativity and unique choices included.	Student shows originality and uniqueness in project.	Pronunciation [20%]	Vowel and syllable sounds are <u>not</u> clear and correct.	Some vowel and syllable sounds are clear and correct.	All sounds are clear and correct.	Your presentation [20%]	Presentation did not include any or most of the design and description	Presentation included some of the design and description requirements.	Presentation completed the design and description requirements.
RUBRIC	1: little or no evidence of effort and achievement	2: limited evidence of effort and achievement	3: clear evidence of effort and achievement																						
Evidence of Planning/ Follow Directions [20%]	No written draft of menu provided	Draft was written but not corrected.	Draft has been corrected.																						
Project Content [30%]	Correct vocabulary and grammar is not present.	Some vocabulary and grammar are incorrect.	Correct vocabulary and grammar is used.																						
Originality/ Appearance [10%]	No creativity or uniqueness in project.	Some creativity and unique choices included.	Student shows originality and uniqueness in project.																						
Pronunciation [20%]	Vowel and syllable sounds are <u>not</u> clear and correct.	Some vowel and syllable sounds are clear and correct.	All sounds are clear and correct.																						
Your presentation [20%]	Presentation did not include any or most of the design and description	Presentation included some of the design and description requirements.	Presentation completed the design and description requirements.																						

		requirements.	desc
		<p>(copy of rubric also at the end of unit)</p> <p style="text-align: center;">Task 2</p> <p style="text-align: center;">* Conversacion en el Restaurante*</p> <p>Students you will apply your knowledge of food items, preferences, meal times, and opinions to create a comic book or other creative written script , audio and/ or video recording (if not presenting to class) of a restaurant conversation skit. Your skit should including your menu with prices at your favorite restaurant. Your conversation includes:</p> <ul style="list-style-type: none"> • inviting or being invited to eat out • ordering food from the waiter • holding a conversation at a restaurant of your choice in Spanish that addresses at least two scenarios such as missing silverware or receiving the wrong order or disliking the taste. <p>1) At least 20 food related and relevant vocabulary words from list MUST be included in your 20 sentence skit.</p> <p>2) Include:</p> <ol style="list-style-type: none"> 1) Invitation to eat, what you like or prefer to eat/ drink 2) Ask for missing silverware and state where restaurant is located 3) Minimum of 4 illustrations including a table setting demonstration of asking for food and stating opinions on a poster display, comic strip or other creative design as project. <p>3) Students will turn in an individually written skit and work in groups of three to consolidate their knowledge into one presentation skit.</p> <p>Students, you will complete this performance assessment showing off all that you have learned in this food unit and provide feedback of each other's presentation through analysis and evaluation of content, pronunciation, creativity, effort, and overall delivery using the rubric criteria below written on note book paper. Students will present written restaurant skit and visual display with menu as complete Task 1 and 2 Performance Assessment.</p> <p style="text-align: center;">Menú-Rubric</p> <p style="text-align: center;">Nombre _____</p> <p style="text-align: center;">Directions (20 pts.)_____</p> <p style="text-align: center;">Project Content (30 pts.) _____</p> <p style="text-align: center;">Originality (10 pts.) _____</p> <p style="text-align: center;">Pronunciation (20 pts.) _____</p> <p style="text-align: center;">Presentation (20 pts.) _____</p> <p style="text-align: center;">Total Points Earned _____</p>	

[illegible]

A/M	<p>with origin from a Spanish-speaking country.</p> <p>TNM:</p> <p>Teach students the vocabulary on Unit 5 handout and allow use in completion of activity. Also teach cultural note based on EQ “How does culture and socioeconomic status influence food choices and eating habits?” on foods that have come from Spanish-speaking countries to the united states in reference to those mentioned in the text and in time magazine- (http://www.time.com/time/photogallery/0,29307,1626519,00.html).</p> <p>GP:</p> <p>In pairs students will discuss their individual responses before sharing out with the class.</p> <p>IP:</p> <p>Students will answer questions kinesthetically. For example, stand in front or behind to show preference of lunch or dinner- questions asked in Spanish and students allowed to sit after correct answers until all questions completed.</p> <p>For homework, student will be asked to prepare to share some of the foods eaten in the Spanish-speaking country that they previously presented to the class in a prior research project. A list of foods with the country and culture represented will be written on a chart or map in the classroom throughout the week and discussed on Friday.</p> <p>Assessment/ Evaluation & Feedback:</p> <p>Grade and provide feedback by students coming to desk one at a time and grade entered (5 points taken off for blanks).</p>	Cultural Food Chart
A/M	<p><u>OBJECTIVE: (Day 2)</u></p> <p>1) <i>Students will also be able to identify food vocabulary using graphic representation and grouping.</i></p> <p>PROCEDURES:</p> <p>Introduction/ Warm-Up:</p> <p>Students will provide an explanation of the meaning of Me gusta comer mucho.</p> <p>TNM:</p> <p>Students will be taught different types of food vocabulary using musical and visual activities from gaggle and teacher tube.</p> <p>GP:</p> <p>Allow students to complete the vocabulary identification exercise in VWB page 83-112. Students may form a circle holding pictures of food and say Pancho Camancho quiere comer “una manzana” and the negative of what the teacher is holding up alternating and rotating through the whole circle.</p> <p>IP:</p> <p>Students should complete the remaining activities in VWB pages 83-112 not completed in pairs.</p>	Blue Wkbk. Practice Pgs.

A/M	<p>In response to EQ “How does culture and socioeconomic status influence food choices and eating habits?” -</p> <p>*Students will continue to add to the list of cultural foods for various countries posted on a chart or map in the classroom as a resource.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p>												
	<p>OBJECTIVE: (Day 3) <i>Students will be able to use food vocabulary in context given various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Students will complete warm-up introduction to food using higher-dimension learning techniques through example vs. non-example to hypothesize the next unit to be discussed (comida).</p> <table><tr><td>EXAMPLE</td><td>NON-EXAMPLE</td></tr><tr><td>Hamburguesa</td><td>Uno</td></tr><tr><td>Refresco</td><td>Sabado</td></tr><tr><td>Queso</td><td>Inteligente</td></tr><tr><td>Zanahorias</td><td>Muchas veces</td></tr><tr><td>Ensalada de frutas</td><td>Computadora</td></tr></table> <p>TNM: Teach students how to use new vocabulary to say what the like to or do not like to eat or drink and hold conversations about food taste and meal times.</p> <p>GP: Students will complete RWB pages 33-50 & 59-60 for practice using the vocabulary in context.</p> <p>IP: Students should complete the remaining work from the GP and begin writing a conversation using VWB p. 98 that may have about food in a setting of their choice.</p> <p>In response to EQ “How does culture and socioeconomic status influence food choices and eating habits?” -</p> <p>*Students will continue to add to the list of cultural foods for various countries posted on a chart or map in the classroom as a resource.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p> <p>OBJECTIVE: (Day 4) <i>Students will be able to use food vocabulary in context given various oral and written activities.</i></p>	EXAMPLE	NON-EXAMPLE	Hamburguesa	Uno	Refresco	Sabado	Queso	Inteligente	Zanahorias	Muchas veces	Ensalada de frutas	Computadora
EXAMPLE	NON-EXAMPLE												
Hamburguesa	Uno												
Refresco	Sabado												
Queso	Inteligente												
Zanahorias	Muchas veces												
Ensalada de frutas	Computadora												

A/M	<p>PROCEDURES: Introduction/ Warm-Up: Allow students to edit their written conversation using food vocabulary in context.</p> <p>TNM: Teach students the format or examples of the construct of a conversation in restaurant between a waiter and customer.</p> <p>GP: In groups of 3, students begin a presentation of waiter and customer in which vocabulary is used and a table setting demonstration of asking for food and stating opinions.</p> <p>IP: Students will complete RWB pages 33-50 & 59-60 and VWB 83-112.</p> <p>In response to EQ “How does culture and socioeconomic status influence food choices and eating habits?” - *Students will continue to add to the list of cultural foods for various countries posted on a chart or map in the classroom as a resource in preparation for discussion tomorrow and brainstorm for menu choices in performance assessment activity.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p>	Practice Skit/ Conversation
A/M	<p><u>OBJECTIVE: (Day 5)</u> <i>Students will be able to synthesize vocabulary, grammar and other terminology used in the food unit through various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Students will review all vocabulary already covered through a game of matamoscas.</p> <p>TNM: Teach students the new vocabulary presented in Chapter 3B that has not already been covered in detail. Also different cultural foods from various Spanish-speaking countries recorded by students throughout the week making clarifications and additions as necessary and allowing individual students to share input.</p> <p>GP: Allow students to complete RWB pages in pairs. Students will also complete various oral and kinesthetic activities interpersonally throughout the completion of these practice exercises such as matamoscas and numbered heads together to check for understanding.</p> <p>IP: Students will complete RWB and VWB pages above as individual work and turn in for a grade.</p>	Workbook Practice

A/M	<div data-bbox="313 195 1062 285"> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p> </div> <p>Goals: 1) Students will be given various oral and written activities allow them to apply knowledge of food vocabulary and descriptions taste include food likes and dislikes to engage in conversations and demonstrate their comprehension of this vocabulary in the context of different settings including a restaurant.</p> <div data-bbox="313 531 1062 1360"> <div data-bbox="313 531 1062 562"> <p>Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7</p> </div> <div data-bbox="313 562 1062 594"> <p>Course: Spanish 1</p> </div> <div data-bbox="313 594 1062 695"> <p><u>OBJECTIVE: (Day 6)</u> <i>Students will be able to use food vocabulary in context given various oral and written activities.</i></p> </div> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to receive graded review packet and student for vocabulary quiz 3A.</p> <p>TNM: Teach students the format or examples of the construct of a conversation in restaurant between a waiter and customer.</p> <p>GP: In groups of 3, students begin to practice a preliminary presentation of waiter and customer in which vocabulary is used and a table setting demonstration of asking for food and stating opinions.</p> <p>IP: Students will also take Chapter 3A Vocabulary Quiz.</p> <div data-bbox="313 1239 1062 1360"> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p> </div> </div>
-----	---

A/M	<p><u>OBJECTIVE: (Day 7)</u> <i>Students will be able to use food vocabulary in context given various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to review vocabulary from Chapter 3.</p> <p>TNM: Teach students the strategies and information necessary to complete Chapter 3 Test preparation worksheets.</p> <p>GP: In pairs, students will begin working on Chapter 3 worksheets.</p> <p>IP: Students will complete Chapter 3 Worksheets in preparation for mastery on test.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p>	Chapter 3 Review Sheet
	<p><u>OBJECTIVE: (Day 8)</u> <i>Students will be able to use food vocabulary in context given various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to complete Chapter 3A and 3B food vocabulary practice sheets.</p> <p>TNM: Teach students the food vocabulary in review using handout and discussion as needed.</p> <p>GP: In 2 competing groups, teams A (at the door) and B (by the wall) will play matamoscas vocabulary race challenge to gain 5 points on the quiz for the winning team.</p> <p>IP: Students will complete Chapter 3B Vocabulary quiz.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback</p>	<p>Chapter 3A & 3B vocabulary practice excercises</p> <p>Matamoscas Game</p>

A/M/T	<p><u>OBJECTIVE: (Day 9)</u></p> <p>1. <i>Students will be able to use food vocabulary in context given various oral and written activities.</i></p> <p>2. <i>Students will be able to synthesize vocabulary, grammar and other terminology used in the food unit through various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to review food vocabulary and related grammar from Chapter 3 using review packets for Chapter 3A and 3B.</p> <p>TNM:</p> <p>Teach students the instructions and provide examples for completing each section of both review packets.</p> <p>GP: Students will complete both packets in pairs.</p> <p>IP: Students will complete and turn in all food related vocabulary and practice using sentences such as Me gusta/ Me encanta and Me podria traer la cuenta/ el menu por favor. Complete all assignments and grades will be entered for updated average.</p> <p>Assessment/ Evaluation & Feedback: Students will submit exit ticket with feedback provided.</p>	Chapter 3 Review Packets					
A/M/T	<p>Goals:</p> <p>1) Students will be given various oral and written activities allow them to apply knowledge of food vocabulary and descriptions taste include food likes and dislikes to engage in conversations and demonstrate their comprehension of this vocabulary in the context of different settings including a restaurant.</p> <table><tr><td>Name: Ms. Bailey</td><td>Room: E135</td><td>Periods: 1-2 & 4-7</td></tr><tr><td colspan="3">Course: Spanish 1</td></tr></table>		Name: Ms. Bailey	Room: E135	Periods: 1-2 & 4-7	Course: Spanish 1	
Name: Ms. Bailey	Room: E135	Periods: 1-2 & 4-7					
Course: Spanish 1							

A/M/T	<p><u>OBJECTIVE: (Day 10-12)</u> <i>Students will be able to synthesize vocabulary, grammar and other terminology used in the food unit through various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to work on project</p> <p>TNM: Students will be re-taught the requirements of the performance assessment geared toward responding to the EQ- “What are some similarities and differences in food choices and eating habits in the United States and Spanish-speaking countries?”</p> <p>GP: Students will work in pairs to assist their peers/ neighbor to provide feedback.</p> <p>IP: Students should complete the project and submit for a test grade with all pages complete (cover, breakfast, lunch, and dinner pages with rubric attached to the back of Menu).</p> <p>Assessment/ Evaluation & Feedback: Provide feedback on project rough draft.</p> <hr/> <p><u>OBJECTIVE: (Day 13-14)</u> <i>Students will be able to synthesize vocabulary, grammar and other terminology used in the food unit through various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to work on project</p> <p>TNM: Students will be re-taught the requirements of the performance assessment geared toward responding to the EQ- “What are some similarities and differences in food choices and eating habits in the United States and Spanish-speaking countries?”</p> <p>GP: Students will work in pairs to assist their peers/ neighbor to provide feedback on rough draft.</p> <p>IP: Students should complete the project and submit for a test grade with all pages complete (cover, breakfast, lunch, and dinner pages with rubric attached to the back of Menu).</p> <p>Assessment/ Evaluation & Feedback: Provide feedback on project rough draft and progress.</p> <hr/> <p>Week’s Language goals: What are students working towards being</p>	<p>Performance Assessment Rough Draft Feedback</p>
-------	---	---

	<p>able to do?</p> <p>1) Students will apply all knowledge of food vocabulary, personal preferences, and opinions through a culminating oral and written performance assessment project to show mastery of their comprehension of this vocabulary in the context of different settings including a restaurant.</p> <table><tr><td>Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7</td></tr><tr><td>Course: Spanish 1</td></tr></table> <p><u>OBJECTIVE: (Day 15)</u> <i>Students will be able to synthesize vocabulary, grammar and other terminology used in the food unit through various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to work on project</p> <p>TNM: Students will be re-taught the requirements of the performance assessment geared toward responding to the EQ- “What are some similarities and differences in food choices and eating habits in the United States and Spanish-speaking countries?”</p> <p>GP: Students will work in pairs to assist their peers/ neighbor to provide feedback.</p> <p>IP: Students should complete the project and submit for a test grade with all pages complete (cover, breakfast, lunch, and dinner pages with rubric attached to the back of Menu). This is the last day of presentations 😊</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback for the IP activities.</p>	Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7	Course: Spanish 1	<p>Performance Assessment Final Products Tasks 1 and 2</p>
Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7				
Course: Spanish 1				

Performance Assessment Rubric for Tasks 1 and 2

RUBRIC	1: little or no evidence of effort and achievement	2: limited evidence of effort and achievement	3: clear evidence of effort and achievement
Evidence of Planning/ Follow Directions [20%]	No written draft of menu provided	Draft was written but not corrected.	Draft and layout have been corrected.
Project Content [30%]	Correct vocabulary and grammar is not present.	Some vocabulary and grammar are incorrect.	Correct and relevant vocabulary and grammar is used.
Originality/ Appearance [10%]	No creativity or uniqueness in project.	Some creativity and unique choices included.	Student's creativity is distinct and deliberate.
Pronunciation [20%]	Vowel and syllable sounds are <u>not</u> clear and correct.	Some vowel and syllable sounds are clear and correct.	All sounds are clear, correct, and easily understood.
Your presentation [20%]	Presentation did not include any or most of the design and description requirements.	Presentation included some of the design and description requirements.	Presentation included all components, including the design and description requirements.

Expanded Established Goals: TEKS for World Languages

114.22.C.01 - The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

114.22.C.01.A - The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information

114.22.C.01.B - The student is expected to demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics

114.22.C.01.C - The student is expected to present information using familiar words, phrases, and sentences to listeners and readers

114.22.C.02 - The student gains knowledge and understanding of other cultures

114.22.C.02.A - The student is expected to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied

114.22.C.02.B - The student is expected to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied

114.22.C.03 - The student uses the language to make connections with other subject areas and to acquire information

114.22.C.03.A - The student is expected to use resources (that may include technology) in the language and cultures being studied to gain access to information

114.22.C.03.B - The student is expected to use the language to obtain, reinforce, or expand knowledge of other subject areas

114.22.C.04 - The student develops insight into the nature of language and culture by comparing the student's own language and culture to another

114.22.C.04.A - The student is expected to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied

114.22.C.04.B - The student is expected to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied

114.22.C.04.C - The student is expected to demonstrate an understanding of the influence of one language and culture on another

114.22.C.05 - The student participates in communities at home and around the world by using languages other than English

114.22.C.05.A - The student is expected to use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate

114.22.C.05.B - The student is expected to show evidence of becoming a lifelong learner by using the language for personal enrichment and career development